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ABSTRACT

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme V entitled, "The Industrial Revolution Had Global Impact." This theme has seven subthemes: (1) Preindustrial Society; (2) Certain Economic, Political, and Scientific Conditions Were Essential for Industrial Development; (3) New Inventions Change Economic Life; (4) Abuses of the Industrial Revolution Lead to Protest and Response; (5) Social and Economic Effects of the Industrial Revolution; (6) The Industrial Revolution Affected Ideologies; and (7) Japan: A Case Study. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

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Teacher Strategies

# GLOBAL HISTORY

## A Curriculum Guide

Second Semester Theme V

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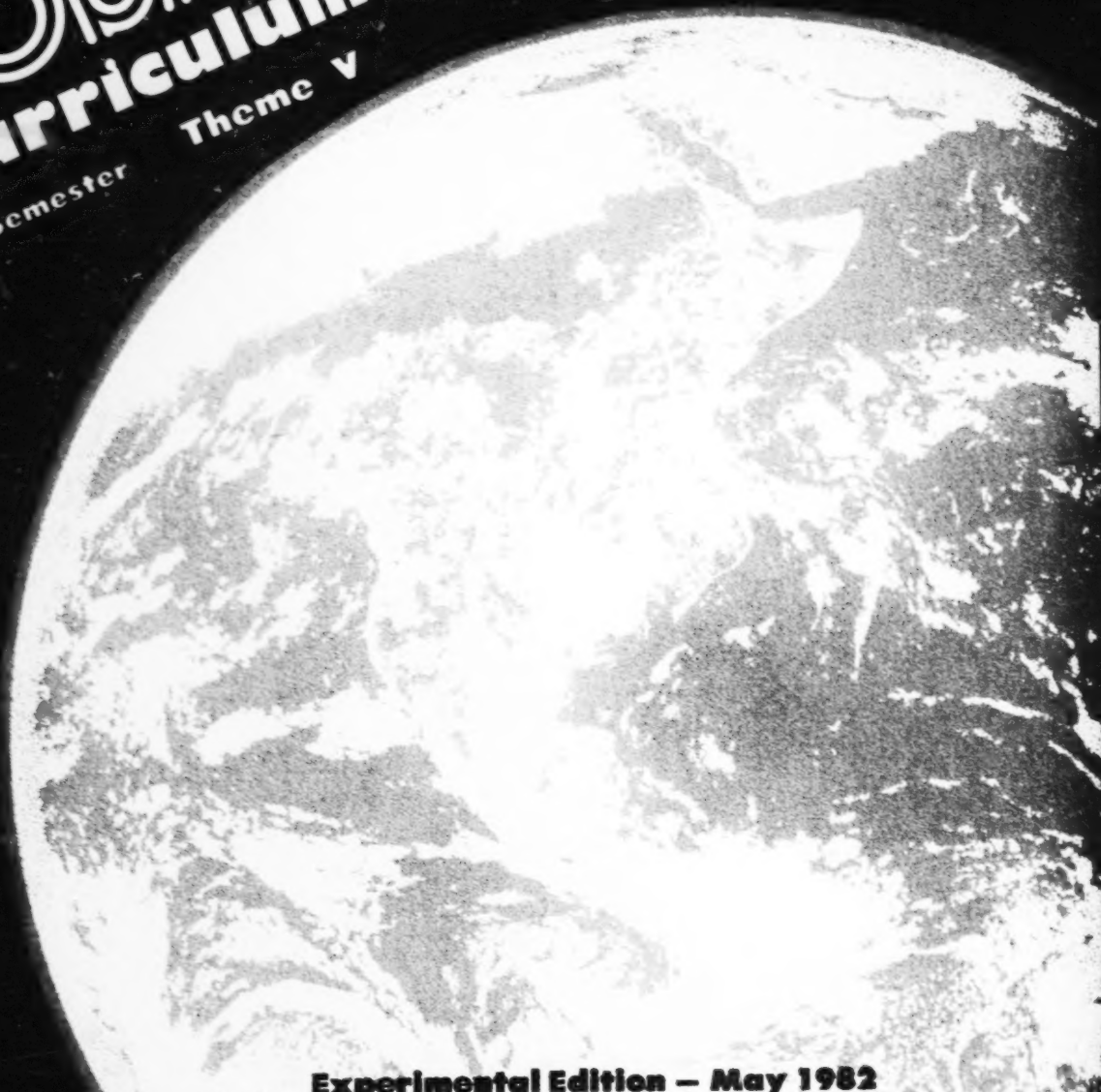

**Experimental Edition – May 1982**

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# Foreword

Global History was developed in response to a growing awareness of the factors transforming our world into a global village. That people and nations are becoming increasingly interdependent is manifested in almost every facet of daily life, from the rising price of oil to the growing number of overseas telephone calls. In an interconnected environment, when one strand of the web is jolted, reverberations are felt in every other strand. The hostage crisis in Iran and the wheat shortage in the Soviet Union are but two illustrations of this phenomenon. The challenge for Americans is not only to recognize these linkages as a fact of life, but also to understand their ramifications and to adapt to the requirements of an interdependent world.

Traditional curricula must be revised if our educational institutions are to prepare students to meet the demands of the 21st century. New courses must be introduced to equip students with the skills and understandings necessary for coping with an interdependent world. Among the essential tools are a knowledge of the past, an appreciation of other cultures, an increased facility in foreign language, and an awareness of the implications of interdependence. This three-semester course in Global History represents a major step toward enabling students to meet the challenges and opportunities inherent in our global village.

Charlotte Frank

CHARLOTTE FRANK
Executive Director
Division of Curriculum and
Instruction

## EVALUATION OF GLOBAL HISTORY LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

2. Does this document meet your students' needs?

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Explain _____

_____

3. Is the format of this document useful?

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Explain _____

_____

4. Is the document well organized?

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Explain _____

_____

5. Is there sufficient emphasis on reading skills and map skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

6. Is there sufficient emphasis on writing skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

7. Are the materials on an appropriate reading level for your students?

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Explain _____

_____

9. Would you make changes in the types of learning activities presented in this document?

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Explain _____

_____

10. Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

13. Did the Calendar of Lessons enable you to better structure your course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

14. What additions, deletions, or changes in sequence would you recommend for each theme?

THEME III: Changes in Thought and Actions Led to the Emergence of the Modern World

_____

_____

THEME IV: Developing Democratic and Nationalist Have Had an Effect Around the World

_____

_____

THEME V: The Industrial Revolution Had Global Impact

_____

_____

15. What do you consider to be the overall strengths and/or weaknesses of this Global History course outlined?

_____

_____

16. What changes would you make to improve the quality of this document?

_____

_____

17. Do you have any additional comments?

_____

_____

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# Introduction

Over 100 years ago, the conservationist John Muir stated: "When we try to pick out anything by itself, we find it hitched to everything else in the universe." Contemporary global developments have validated what Muir observed a century ago. It is increasingly apparent that the nations and peoples of the world are economically, politically, and environmentally interdependent.

Food prices in the United States rise sharply because farmers in Iowa must pay higher prices for tractor fuel as a result of war in the Middle East. Housewives in Peoria find that their wash hanging out to dry is soiled by pollution from industrial plants in the Ruhr Valley in West Germany. Automotive innovations in Japan have led to severe economic hardships for families in Detroit. Likewise, decisions in Washington reverberate throughout the world, affecting budget allocations in the Soviet Union, the stability of governments in Latin America, commodity markets in Africa, and money markets in London and Zurich.

It is an undeniable fact of life in the latter part of the 20th century that every person in the United States and the world has been affected by the phenomenon of global interdependence. Professor Lee Anderson underscores this reality by pointing out that

> *worldwide interdependencies affect the purity of our air and water; the heat in our homes and offices; the price of sugar, coffee and gasoline; the availability of meat and fish; the level of taxes; the survival of wildlife; the size of our armed forces; the subject matter of television; the levels of employment and inflation; the tranquility of our spirits; and the image of reality of our future.*[1]

With the development of increasingly sophisticated technologies and the proliferation of multinational corporations, future generations of Americans will be even more influenced by developments beyond our shores.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the foreseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2] It is with this in mind that the New York City Board of Education has introduced this three-semester course in Global History.

Whereas global education seeks to make students aware of the increasingly worldwide interdependencies linking people today, global history

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[1] Lee Anderson, Schooling and Citizenship in a Global Age, Bloomington, Indiana: Mid-America Program for Global Perspectives in Education, Indiana University, 1978, p. 9.

[2] Robert Leestma, "Education for a Global Age," Vital Issues, 28, March 1979, p. 1.

represents an attempt to determine the extent and impact of linkages between people and nations in the past. Global History is based on the premise that important changes have resulted from contacts between people and the resulting exchange of cultures; consequently, the concepts of cultural diffusion and interdependence are give particular emphasis in this course.

Cultural diffusion refers to the exchange of ideas, values, and products between societies, and the changes that result from such cross-cultural contacts. It can represent the conscious attempt of one society to spread facets of its culture, or it can be the by-product of military ventures, trade, or the migrations of people. Thus, as a result of the conquests of Alexander the Great, the Hellenic culture was fused with Oriental culture; trade between Europe and the Muslim world helped to bring about the Renaissance and the Scientific Revolution; and the migrations of North European tribes led to a fusion of Greco-Roman and indigenous cultures. Cultural diffusion can be horizontal, whereby the culture of a particular society has an impact on a contemporary society, as illustrated by the Chinese influence on Japan from the sixth to the eighth centuries. Cultural diffusion can also be vertical, in instances where the ideas or institutions of one nation influence later societies. This phenomenon is exemplified by the fact that the law code developed by the ancient Romans serves as the basis for the legal system in most Western nations today.

It should be emphasized that Global History does not embody a radical change in content matter; rather, it represents a shift in focus from a traditional curriculum which looks at culture and events in Eastern and Western civilizations as isolated developments, to a curriculum which examines the interchange between societies throughout history.

This course recognizes that although most civilizations have been agents and recipients of cultural diffusion, not all societies have been influenced by cultural diffusion to the same degree. Similarly, although regional interdependence existed even among the earliest civilizations, interdependence has not been a constant theme throughout history; indeed, global interdependence is a relatively recent phenomenon. Consequently, it will be noted that much of the content in this curriculum is contained in the traditional world history course. However, by stressing the impact of one society on another, and by emphasizing the contributions of non-Western cultures as well, this course is intended to dispel the myths and avoid the inaccuracies that invariably result from an ethnocentric view of history.

It is hoped that this study of global history will not only bring into focus the continuity, connectedness, richness and diversity of different civilizations, but will promote an understanding of the network linking nations today.

# Global History Themes

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

This theme deals with four optional case studies of early civilizations up to the 10th century from the following list: the Middle East; Africa; Mesoamerica and Early South America; China; Japan; India; Southwest Asia.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

# How to Use This Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The materials presented in this guide represent suggested approaches for teaching Theme V of Global History.

Since this theme is rather detailed and comprehensive, it has been divided into several subthemes, which are themselves subdivided into learning activities, rationales, performance objectives, strategies, and worksheets.

Each learning activity relates to a particular topic within the subtheme and contains a rationale, performance objectives, numerous teaching strategies, and related worksheets.

The rationale explains the relationship of the topic to the overall subtheme, and identifies the important concepts and understandings to be taught. These concepts and understandings should serve as the major focus of the day-to-day lessons.

The performance objectives present specific knowledges and skills which students should achieve at the completion of the suggested strategies within a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands on" experiences.

Worksheets, which follow the strategies, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all

the materials contained in this document for classroom use; indeed, it would be impossible to do so, owing to the extent and variety of the materials contained in this bulletin.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. It should be noted that this curriculum does not specify how much time is to be allotted to each subtheme; thus teachers and supervisors are free to decide how much emphasis a particular subtheme should receive.

It should be further emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

# Content Outline

THEME V: THE INDUSTRIAL REVOLUTION HAD GLOBAL IMPACT

A. Certain Economic, Political, and Scientific Conditions Were Essential for Industrial Development.

1. Political stability and a favorable government policy influenced industrial growth.
2. Resources provided the basis of power for machines and the production of goods.
3. Availability of surplus capital for investment aided the growth of industrial development.
4. Skilled and unskilled labor pools were needed for industry to develop.
5. Scientific know-how and practices were applied to production to create technological improvements.
6. Markets were needed to maintain the flow of raw materials, goods, and capital.
7. Development of transportation and communication systems aided industrial growth by allowing companies fast access to raw materials, markets, and capital.

B. Machines Changed Economic Life.

1. The earliest forms of manufacturing were done in the homes.
2. Manufacturing moved to factories because it became more cost-efficient.
3. The invention of the steam engine was a catalyst for creating additional machines and new modes of transportation and communication.
4. The steam engine was a revolutionary new source of power; it greatly reduced the need for human and animal labor and could be used anywhere it was needed without regard to season or environment.
5. The development of each new machine created new needs which in turn stimulated new inventions.
6. Inventions such as the reaper and chemical fertilizer created an agricultural revolution which required less farm labor.
7. Significant changes in the manufacture of textiles in England resulted in further developments within the industry.

8. The coal, iron, and steel industries were vital to the Industrial Revolution.

9. Although the Industrial Revolution first began in England, its development continued in Western Europe, the Americas, and the rest of the world.

   - Napoleon gave bounties to encourage industrial production in France.
   - The Industrial Revolution developed in Germany after the Napoleonic Wars, and was aided by the nationalistic policies of Bismarck.
   - Industrial growth progressed in the United States especially after the Civil War.
   - During the Meiji Restoration, Japan borrowed industrial ideas from the West and adapted them to Japanese traditions, embarking on a rapid and remarkable period of industrial expansion.
   - The British introduced elements of the Industrial Revolution into India, Australia, Canada, and other parts of the British Commonwealth.

C. The Industrial Revolution Had Major Economic, Social, Philosophical, and Political Effects on the World.

1. The Industrial Revolution created a change in life-styles and, eventually, a higher standard of living.

2. The Industrial Revolution had profound effects on family size and structure, religious values, health care, mass education, and mass entertainment.

3. Case studies of England, the United States, Japan, and India can show that the growth of cities and their populations are associated with the Industrial Revolution.

4. Expanded political participation developed as a result of the Industrial Revolution.

5. Labor unions grew in industrial societies to fight for the needs of the workers.

6. Technological improvements helped create cheap and readily available newspapers which rapidly spread information.

D. The Industrial Revolution Affected World Economic Ideologies.

1. Writers presented different points of view on the role of the Industrial Revolution in people's lives.

   - Adam Smith favored laissez-faire capitalism in opposition to mercantilism.
   - Malthus said evils of the Industrial Revolution created a check on overpopulation and should be left alone to run their course.

- Herbert Spencer, who believed the fittest would survive in an industrial society, tried to apply the ideas of Charles Darwin to social organization.
- Marx applied science to economic history, saying that a revolution of the proletariat against the bourgeoisie would be a natural outgrowth of the Industrial Revolution.

2. Different economic ideologies such as capitalism, socialism, and Communism have been adopted by governments, but each of the economic systems has shown inherent strengths and weaknesses.

E. The Influence of Science and Technology Was Reflected in the Arts.

1. Engraving and lithography were important forms of artistic expression reflecting the methods and concerns of an industrialized society.

2. Romanticism and Realism were two responses of the arts to the Industrial Revolution.

3. The invention of the camera created new forms of visual art.

4. Impressionism in painting attempted to use color and light in a new way.

5. The spread of the Industrial Revolution to non-Western countries generated nationalistic literature and art expressing themes of realism and romanticism as a reaction to the problems of industrialization.

# A Suggested Calendar of Lessons

A suggested calendar of lessons is provided below as a guide for approaching Global History II on a daily basis. Most suggested lessons contain both an evaluative and power aim. The evaluative aim, more specific than the power aim, poses a historical problem which should engender controversy. The power aim, more conceptually based, encourages thinking on the highest levels (generalizations, evaluations). Such aim is more easily adaptable to the inquiry material than can possibly be covered within a semester. Rather than being a mandate, the structure below has been prepared in response to many requests from teachers and supervisors; it may be modified to suit the needs of individual districts, schools, and classes.

Caveat: These strategies will help teachers to plan their lessons. However, techers may have to add their own source material so that students can fully answer the aim questions.

| LESSON | AIMS AND CONTENT<br>POWER AIM (PA), EVALUATIVE AIM (EA) | SUBTHEME | STRATEGY |
|---|---|---|---|
| 1 | PA: Could we survive without machinery?<br><br>EA: Was humankind better off in the pre-industrial era?<br><br>Content: Preindustrial vs. industrial society; England before the Industrial Revolution; first factories in England; the Asian contribution to the Industrial Revolution. | A | 1-5 |
| 2 | PA: Are people more important than natural conditions to a nation desiring to industrialize?<br><br>EA: Was England's leadership due to its people or its geography?<br><br>Content: Ingredients necessary for Industrial Revolution; reasons for England's leadership in the Industrial Revolution; America's role in England's Industrial Revolution. | B | 1-3, 6 |
| 3 | PA: Can there be an industrial revolution without an agricultural revolution?<br><br>EA: Would England have had an industrial revolution without an agricultural revolution?<br><br>Content: Definition of agricultural revolution; contributions to agricultural revolution; America's role in the agricultural revolution. | B | 4-5 |
| 4 | PA: Do people make the times or do the times make the people?<br><br>EA: Did the inventors bring on the Industrial Revolution or did the Industrial Revolution bring on the inventors? | C | 1-6 |

| LESSON | AIMS AND CONTENT<br>POWER AIM (PA), EVALUATIVE AIM (EA) | SUBTHEME | STRATEGY |
|---|---|---|---|
| 4 continued | Content: Inventions and inventors of the early Industrial Revolution: textile industry, transportation, and communication. | | |
| 5 | PA: Must people suffer in order for a society to make progress?<br>EA: Should those who established the factory system be praised or condemned?<br>Content: Factory system vs. domestic system; farm and factory; family and factory. | D | 1-8 |
| 6 | PA: How far should an oppressed group go to improve their living conditions?<br>EA: Was the union the best hope for the worker?<br>Content: Working conditions in the factories; unions as a solution to the plight of the workers; the Luddites advocate violence; the Chartists. | D | 9-17 |
| 7 | PA: Does government respond to the problems of the common people?<br>EA: Did the English government go far enough to solve the problems of the factory workers?<br>Content: Combination Acts; Health and Morals Acts; English Factory and the Coal Mine Regulation Act. | D | 18-20 |
| 8 | PA: Does society always profit from improved technology?<br>EA: Did the Industrial Revolution bring a better way of living to humankind?<br>Content: Social and economic effects of the Industrial Revolution. | E | 1-6 |
| 9 | PA: Can great technological change take place without global input?<br>EA: Was the Industrial Revolution a global movement?<br>Content: Industrialism spreads to Europe, Latin America, and the modern world. | E | 7-9 |
| 10 | PA: Is industrial progress most feasible where the government does not interfere in people's affairs?<br>EA: Could the Industrial Revolution have developed as rapidly without following Adam Smith's advice?<br>Content: Definition of laissez-faire; Adam Smith's views--<u>The Wealth of Nations</u> | F | 1-2 |

| LESSON | AIMS AND CONTENT<br>POWER AIM (PA), EVALUATIVE AIM (EA) | SUBTHEME | STRATEGY |
|---|---|---|---|
| 11 | PA: Does Communism provide the best solution to the problems caused by industrialism?<br><br>EA: Was Karl Marx an accurate prophet for his time?<br><br>Content: Karl Marx's scientific socialism; Marx vs. Adam Smith; Marxism today. | F | 3-7 |
| 12 | PA: Can an ideal society exist in the post-Industrial-Revolution era?<br><br>EA: Did the Utopian socialists provide a realistic cure to the evils brought about by industrialism?<br><br>Content: Robert Owens; New Lanark; Charles Fourier; Fabian Society. | F | 8-11 |
| 13 | PA: When should a nation give up its policy of isolation?<br><br>EA: Should Japan have opened itself to trade with the West?<br><br>Content: American trade ouvertures to Japan; Japan in 1853; advice pro and con on dealing with the American offer. | G | 1-4 |
| 14 | PA: Can rapid industrialization in the modern world be completed without cultural diffusion?<br><br>EA: Can the Japanese industrial miracle be copied by other nations?<br><br>Content: Japanese industrialization, 1890-1982. | G | 5 |

## **Subtheme A** *Preindustrial Society*

SUB-THEME A: *PREINDUSTRIAL SOCIETY*

## LEARNING ACTIVITY

### RATIONALE

Prior to the Industrial Revolutions of the eighteenth century, there was very little change in living conditions in England. Most people in the 1700s were farmers whose farming methods had not changed for hundreds of years.

What industry existed prior to the eighteenth century was minimal. Almost all manufacturing was done in private homes under what was called the domestic system (or cottage industry), by which a businessman supplied equipment to workers who made products at home.

However, it would be wrong to assume that there was no technology before 1700. Numerous technological innovations from Asia and the Muslim world were exported to the West in the centuries preceding the Industrial Revolution.

The purpose of this sub-theme is to give students a picture of European society on the brink of industrialization.

### PERFORMANCE OBJECTIVES

Students will be able to:

- List and explain at least three technological advances which Asia passed on to preindustrial Europe.
- Describe a factory as it might have existed in preindustrial England.
- Make comparisons between manufacturing in the preindustrial period and postindustrial era.
- Explain three aspects of rural life in England at the dawn of the Industrial Revolution.
- Identify three reasons why people in rural England might have had to give up farming at the beginning of the Industrial Revolution.
- Describe the operation of a cottage industry.
- Explain at least one advantage and one disadvantage of cottage industry.
- Define terms related to this sub-theme (e.g., technology diffusion, common lands, domestic system, cottage industry).

### STRATEGY 1

The romanticized drawing on Worksheet A-1, "An English Farmyard," attempts to show practically every activity which was carried out on a typical farm in the late 18th century.

- Have students complete the exercise on the bottom of Worksheet "An English Farmyard" and instruct students to carry out the following directions:
  - In the column on the left, list as many of the activities as you can identify from the picture.

- In the right-hand column place one of the following letters:

  S ----- things are the same in today's industrial society

  D ----- things are different in today's industrial society (indicate how things have changed)

- Have students explain their answers to the following questions:
  - What does this picture tell us about preindustrial society?
  - In what ways have things changed for the better? For the worse? Explain.
  - If you could, would you prefer to live in a preindustrial society rather than an industrial society? Explain.

STRATEGY 2

At the beginning of the Industrial Revolution (mid-1700s to 1800), many rural English families were still living much the same way as they had for hundreds of years.

- Have students read Worksheet A-2, "Life in England before the Industrial Revolution," and have students follow directions and explain their answers to the following questions:
  - Based on the reading, describe life in England before the Industrial Revolution.
  - How does the view of life in England in this story compare to the way England appeared in the picture on Worksheet A-1, "An English Farmyard"?
  - How does Tom Moore make a living? In what ways are George Thompson and Tom Moore dependent on each other?
  - What are the various jobs Anne Moore does? Is she a liberated woman? Explain.
  - In what ways are the Moores better off than people living in industrial society? In what ways are they worse off? Explain.
  - How would you feel about living today as the Moores did? Explain. How can you explain people who do wish to live today the way the Moores did?
- Have students complete the exercise on the worksheet. This is an RCT type writing exercise.

STRATEGY 3

Prior to the introduction of machinery, goods were produced by a method known as the domestic system.

- Distribute Worksheet A-3, "The Domestic System," and have students explain their answers to the following questions:
  - What is happening in this picture?
  - What does this picture tell us about production in the preindustrial era? Explain.
  - How would you feel about working under such conditions? Explain.

- Why is the method of production pictured here known as the domestic system? In what ways did the domestic system represent an advantage over modern methods of production? Explain. In what ways is it a disadvantage? Explain.
- Is the domestic system a better method of production than modern-day factory methods of production? Explain.

STRATEGY 4

Europe, by the time of the Age of Discovery, had already been greatly influenced by the East. Technological ideas spread from Asia to Europe.

- Distribute Worksheet A-4, "Title: _____." Tell students that they work for a printer. While carrying the type for a textbook about the Asian role in Europe's technological revolution, the type was dropped so that the paragraphs are mixed up and appear as they do on Worksheet . Furthermore, they can't find the title.
- Have students number the paragraphs in proper order and title the piece. (The correct order is [a-6] [b-4] [c-5] [d-2] [e-1] [f-3].)
- Tell students to list the technological achievements which the author of this writing credits to China and have students evaluate these achievements using the scale appearing on the worksheet.
- Ask students to explain their answers to the following questions:
  - What does this reading tell us about the Asian contribution to European technology?
  - Why is it that Asians are seldom given credit for this contribution? Explain.
  - The author seems to indicate that he/she is uncertain about the Chinese contribution. What steps could you suggest to prove or disprove the theory that the Chinese contributed greatly to European technology?
  - Would there have been an Industrial Revolution in the West without the Chinese? Explain.
  - How can you explain China today desiring Western technological help?
  - Must all great technological civilizations experience a period of decline? Explain.

STRATEGY 5

Although manufacturing as we think of it did not really begin until approximately 1800, there were factories in England before that time. The poem on Worksheet A-5, "First Factories in England," describes a factory in 16th century England.

- Have students read Worksheet A-5, "First Factories in England," and ask them to explain their answers to the following questions:
  - What do you think this poem is describing? What clues did you find in the poem for your answer?
  - How does this method of production compare to the domestic system? (See Worksheet A-3, "Domestic System.")

- What are the advantages and disadvantages of the factory system over the domestic system? Explain.
- How would you feel about working in such a factory? Explain. Do you think the people who worked in this factory were happy? Explain.
- Does this factory differ from your idea of what a factory is? Explain.
- Why were women and children working in a factory? Should they have been? Explain.
- This poem was written in the 16th century. Are you surprised that such a system existed at that time? Why?

## **Subtheme B** *Conditions for Development*

SUB-THEME B: *CERTAIN ECONOMIC, POLITICAL, AND SCIENTIFIC CONDITIONS WERE ESSENTIAL FOR INDUSTRIAL DEVELOPMENT*

## LEARNING ACTIVITY

### RATIONALE

The Industrial Revolution led to a host of related changes throughout the world: factories took the place of home workshops; capitalists grew in number and importance; trade, transportation, and communications were stimulated; dramatic shifts in population occurred. These developments took place in England first and then gradually spread to other countries. In eighteenth century England several factors combined to bring about the Industrial Revolution.

### PERFORMANCE OBJECTIVES

Students will be able to:

- List three major resources of England.
- List one economic, political, social, and scientific condition existing in England which promoted industrialization.
- Evaluate various conditions in a society and see if these conditions are favorable for industrialization.
- Discuss whether or not England was a nation that was ripe for industrialization in the eighteenth century and give reasons to support their conclusions.
- Compare two historical viewpoints with their own conclusions as to why the Industrial Revolution occurred in England first.

### STRATEGY 1

The purpose of this exercise is to examine eighteenth century England to explain why the Industrial Revolution first began in England.

- Distribute Worksheet B-1, "What Makes a Great Industrial Nation?" and have students explain their answers to the following questions:
  - What information does this chart give us? Explain.
  - How does it help to explain why some nations have been able to make tremendous strides in industrializing in just a few years while others have had great difficulty?
  - Which of these ingredients is most important for a nation to possess in order to industrialize? Which is least important? Explain.
  - Can you add any additional ingredients?
  - Are the ingredients on this chart just as important today as they were in the 1800s? Explain.
- Distribute Worksheet B-2, "England at a Glance: 1860," and have students perform a roleplay according to the procedure that follows.

- Tell students it is the year 1860. Select five students and have them act as members of Great Britain's Committee for Industrialization. Their objective will be to convince the Board of Directors of the wealthy Global Bank (the rest of the class) to approve a large loan (the amount is unimportant) to the British government for the purpose of furthering industrialization in that country.
- Give the students sufficient time to study Worksheets B-1 and B-2. During this time, "Committee members" should prepare their arguments, and "bankers" can prepare questions to ask the Committee. The members of the Committee will then be given sufficient time to attempt to convince the bankers that Britain has the necessary ingredients to make it a great industrial nation and will therefore be able to pay back the loan. After the presentation and questioning, have the bankers determine if they will lend the money to the British.
- Have students explain their answers to the following questions:
  - What have you learned about Great Britain at this time? Explain.
  - How can you explain why the major manufacturing centers in Britain were located close to rivers? Is it as necessary today for manufacturing centers to be located near waterways? Explain.
  - Of all the facts about England in the nineteenth century listed on Worksheet B-2, which was the most important in explaining why the British were the first in Europe to industrialize? Least important? Explain.
  - The chart discusses British government. Is industrialization easier to bring about in a democracy or totalitarian government? Explain.
  - How does the map explain England's industrial progress? Which of the resources indicated on the map was most important to England's Industrial Revolution? What does the poster on Worksheet B-2 tell us about the British attitude toward industrialism? Do we in the United States still have the same attitude today? Explain.
- Distribute Worksheet B-3, "Comparison Chart," and have students categorize the information on the worksheet into political, social, and economic factors.
  - Today the United States is the world's industrial leader. In what ways does the United States possess ingredients similar to--different from--those which contributed to Britain's industrial success? Explain. Is there any indication that the United States will be overtaken as the world's industrial leader as was Britain? Explain.

STRATEGY 2

- Distribute Worksheet B-4, "Why England First?". Have students complete the exercise at the bottom of the worksheet. (Students should learn to condense the ideas on the worksheet.) Review "cables" with the students.
- Ask students to explain their answers to the following questions:
  - What are the major reasons why Britain became the first country to industrialize? Explain.

- How does this explanation for Britain's industrialization compare to the one on the previous worksheet?
- How does the author show that neither wealth nor population nor economic know-how is the most important factor in industrializing?
- Which is the most important factor for industrialization? Explain.

STRATEGY 3

Both the very large landowners and the very small cottage farmers lost the use of their land to medium-sized farmers paying rent. Fields were enclosed by ditches and fences were put around them. Many farmers lost all of their farmland. The enlosures were made legal by acts of Parliament.

· Distribute Worksheet B-5, "Enclosure Act," and have students explain their answers to the following questions:

- As a farmer, what would be your reaction to the Enclosure Act? Explain. What would you do about it?
- Why would Parliament pass such an act? Explain. Would you have voted for such an act if you were a Member of Parliament?
- How would such an act have influenced the course of the Industrial Revolution? Explain.
- Considering the great improvements in the land that came about as a result, do you think such an act was justified?
- Was the agricultural revolution worth the price (the displacement of so many people from the farms) paid for it? Explain.
- Could the Industrial Revolution have taken place without the Enclosure Acts? Explain.
- Under the principle of eminent domain, the government has the right to take away anyone's property, provided that it is for the public good and the owner is paid a fair price. Do you think the government should have such a right? Explain.

STRATEGY 4

It has been said that an industrial revolution would be impossible without a preceding agricultural revolution to allow the shift of workers from the farm to the factory.

· Distribute Worksheet B-6, "Agricultural Revolution," and have students follow directions and explain their answers to the following questions:

- What does this chart tell us? Explain.
- How can you explain the title of the worksheet, "Agricultural Revolution"?
- How does this chart highlight the importance of one society or group of people building and improving upon the achievements of another (vertical diffusion)?
- Rate the importance of these inventions to the agricultural revolution using a scale of 1 = most important, to 9 = least important.

- Distribute Worksheet B-7, "Changes in Farming," and ask students to explain their answers to the following questions:
  - Describe what you see in pictures 1 and 2. What are the differences between the two pictures? What are the similarities? Explain.
  - Why would an industrial revolution be more difficult in a setting such as in picture 1 than that in picture 2? Explain.
  - Can there be an industrial revolution without an agricultural revolution? Explain.

STRATEGY 5

Despite England's leadership in the Agricultural Revolution, other countries, especially the United States, played significant roles.

- Distribute Worksheet B-8, "Advertisement: Horse Hay Rake." Have students complete the exercise on the worksheet and then explain their answers to the following questions:
  - What do you see in this ad?
  - How does this advertisement compare to the kind that appears in newspapers today? Explain.
  - Would this advertisement convince you to buy the product? Explain. Which of the arguments used in this ad would have been most convincing in selling this product? Explain. Why would products such as the one advertised have been so important in bringing about the Industrial Revolution?
  - What conclusions about the Agricultural Revolution can you draw from the fact that the Horse Hay Rake, an American product, was being sold in England where the revolution began? Considering this ad, would one be accurate in saying that England deserves the credit for the Industrial Revolution? Explain.
  - Is it accurate to say that all cultures deserve some share of the credit for movements such as the Industrial Revolution? Explain.

STRATEGY 6

Most analysts agree that for a nation to industrialize, it should possess many of the following ingredients for industrialization: new technology; capital (wealth that is used to produce new wealth); an adequate labor supply; natural resources; efficient transportation; a favorable social and political climate.

- Distribute copies of Worksheet B-9, "Region A and Country B," and have students explain their answers to the following questions:
  - Which factors necessary for industrialization are missing from region A? Present in region A?
  - In what ways could region A acquire or create the missing ingredients?
  - Do you think region A could industrialize successfully? List several reasons to support your decision.
  - Which factors necessary for industrialization does country B have? Which does B not have?

- In what ways could country B acquire or create the missing ingredients?
- Do you think country B could industrialize successfully? List several reasons to support your decision.

- Tell students that region A is actually Brazil and country B is Japan. Have students undertake a research project (allow one week). When the projects are turned in, ask students to explain their answers to the following questions:
  - How closely does your analysis of each area's chances for industrialization match what actually happened? Were you right?
  - What contributed most to success or failure in each case?

**Subtheme C** *New Inventions*

SUB-THEME C: *NEW INVENTIONS CHANGE ECONOMIC LIFE*

## LEARNING ACTIVITY

### RATIONALE

Once the Industrial Revolution began, each invention created a need for another. Nowhere was this more clearly manifested than in the development of the textile industry where each new invention gave rise to demands for machines to create more thread, weave faster, and produce more material.

This technological revolution occurred in almost all areas (agriculture, transportation, etc.) and was accompanied by an energy revolution with the development of the steam engine and the use of coal.

Students will have a chance to trace this technological revolution in a particular area in order to show how new needs were created from each invention.

### PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the domestic system.
- Explain the process by which Richard Arkwright's spinning machine led to the factory system.
- List ways in which the factory system made manufacturing more efficient.
- Explain why the coal and iron industries were vital to the Industrial Revolution.
- Trace the development of technology and inventions, including names and dates, in one topic area (e.g., transportation), from the beginning of the Industrial Revolution to the present.

### STRATEGY 1

Nowhere was the impact of the inventor greater than in the textile industry. That "necessity is the mother of invention" is proven in Worksheet C-1, "Inventions for the Textile Industry."

- Distribute Worksheet C-1, "Inventions for the Textile Industry," and have students explain their answers to the following questions:
  - What information do you get from looking at this sheet? Explain.
  - How do these pictures help explain the impact of the machine on the textile industry? How does the worksheet indicate the dependence of one invention on another? Explain.
  - What conclusions can you draw about the Industrial Revolution from these

pictures? Explain. Why did the textile industry take a leadership role in the Industrial Revolution? Explain.

- It has been said that "necessity is the mother of invention." What is meant by this? How can this be proven by developments in the textile industry? Which of these inventions was the most important in the textile industry? Explain.
- Why has it been said the Richard Arkwright's "water frame" led to the beginnings of the factory system? Explain.
- Many people feel that industrial progress shown by these pictures has caused more harm than good. Explain. Do you agree? Why?

· Distribute Worksheet C-2, "Changes in the Textile Industry," and have students follow the directions on the worksheet.

STRATEGY 2

The eighteenth and nineteenth centuries might well be titled the Age of Invention, as each new invention created the need for another. Considering the number of patents applied for each year, the process of invention still remains a fascinating preoccupation. Edmund Cartwright explains how the power loom was invented on Worksheet C-3..

· Distribute Worksheet C-3, "So You Want to Be an Inventor," and have students explain their answers to the following questions:

- How did Cartwright come to invent the power loom? Explain.
- What does this reading tell us about Cartwright? What qualities did he possess which enabled him to invent such an important piece of machinery? Explain.
- Does this reading indicate that the process of invention depends more on luck than skill? Explain.
- Should men like Cartwright be considered heroes of their day? Explain.
- Is there as much need for the inventor today? Explain.

· On Worksheet C-3, there is a blank "Application for a Patent." Have students fill it out completely. Then call on student volunteers to discuss their proposed inventions. Have the class decide which of these is a) most pactical, b) most needed, c) presents the greatest chance for profit.

Each student should give a rating from 1 (lowest) to 5 (highest) in each category to determine which invention has the greatest chance for success.

STRATEGY 3

Very often the role of women in industry has been obscured. Recently a University of Minnesota professor suggested that women invented the cotton gin and the reaper.

. Distribute Worksheet C-4, "Mrs. McCormick's Reaper," and have students explain their answers to the following questions:

- What does this story say? Explain.

- How does this story show why women were not given credit for inventing the cotton gin and reaper? Do you believe the story? Explain.
- How would you go about proving or disproving the story? Explain.

· Assign a research project to students whereby students will uncover the real story of the invention of the reaper. Have the students then write a story titled "The Real Story: Mrs. McCormick's Reaper" in the space provided.

STRATEGY 4

By 1851 many new inventions had made their way from the drawing board into reality. The London Industrial Fair of 1851 seemed the perfect setting to show off these new discoveries.

· Distribute Worksheet C-5, "World's Fair," and have students explain their answers to the following questions:
  - What does your visit to the World's Fair tell us about industrial progress at this time? Explain.
  - How did such machines make life easier for people alive at that time? Explain.
  - Do you think we should acclaim the "age of the machine" as it is pictured in the worksheet? Explain.
  - Which of these inventions was important? Explain.
  - To what degree would we be better off without these inventions? Explain.
  - If we had a similar fair today, what exhibits would you expect to see? Explain.

STRATEGY 5

The Industrial Revolution, while beginning in Great Britain, should not be thought of as the product of one culture. Inventions in the areas of transportation and communication illustrate the multilateral contributions to industrialism.

. Distribute Worksheet C-6, "Inventions: Transportation and Communication," and have students explain their answers to the following questions:
  - What information do you get from this chart? Explain.
  - How does this chart illustrate the concept that one invention is dependent on another? Explain.
  - How does this chart illustrate the concept that the Industrial Revolution is the product of many cultures? Explain.
  - How did these inventions lead to the development of an interdependent world? Explain.
  - Would there have been an Industrial Revolution without contributions from many nations? Explain.

. Distribute Worksheet C-7, "Inventor's Hall of Fame," and have students complete the following:
  - Allow students time to do research on one of the inventors whose work was featured on Worksheet C-5, "World's Fair." After doing research, have them nominate one person whose outstanding achievement entitles him to enter the Inventor's Hall of Fame, explaining their reasons on the worksheet.

- Have the entire class vote on three people to be installed into the Inventor's Hall of Fame.

STRATEGY 6

A culminating procedure for these exercises is to trace the development of technology and inventions from the beginning of the Industrial Revolution to the present. Some suggested topics are: agriculture; transportation; communication; information (computers); engineering and architecture; energy and power.

- Divide the class into small groups of four or five students. Let each group choose the topic area it wishes to cover. Through the use of written reports, art work, models, time lines, role plays, etc., they are to trace technological developments in their topics from the start of the Industrial Revolution on. Remind students that names and dates are important for each advance or invention. In addition, they should try to emphasize the logical development from one invention to another. When ready, presentations should be made to the class. Each group should provide a fact sheet which can be reproduced by the teacher to supply copies for class distribution.

## **Subtheme D** *Abuses of Industrialization*

SUB-THEME D: *ABUSES OF THE INDUSTRIAL REVOLUTION LEAD TO PROTEST AND RESPONSE*

## LEARNING ACTIVITY

### RATIONALE

After the initial euphoria generated by the machine age, many groups concentrated on the evils wrought by industrialism. These groups employed a variety of strategies to gain their demands. In some respects, the government was quite responsive while, at other times, change did not come quite so quickly. Ultimately the Industrial Revolution led to a wave of liberalism which radically altered Britain's political landscape.

### PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the differences between the factory system and the domestic system.
- Identify problems brought on by industrialization.
- Analyze demands made by the Chartists.
- Explain how working conditions were changed by the British legislation in the period 1802-1847.
- Describe the workers' responses to the evils of industrialism.
- Evaluate the workers' responses to oppressive conditions.
- Explain the political effects of the Reform Bill of 1832.
- Explain the reasons behind the rapid rise in union membership at the end of the nineteenth century.
- Evaluate the overall impact of the Industrial Revolution on working conditions.

### STRATEGY 1

The factory system evolved as a result of the increased demand for goods growing out of the invention of new machinery. While the system made for a more efficient method of production, it created many problems as well.

. Distribute Worksheet D-1, "Domestic System versus Factory System," and have students complete the exercise on the worksheet. After reviewing the exercise with them, have students explain their answers to the following questions:

  - What are the major differences between the factory system and the domestic system?
  - How did the age of invention help bring about the factory system? Explain.
  - What are the major advantages and disadvantages of the factory system as opposed to the domestic system? Explain.
  - How would you feel if you were a worker in the factory pictured on the worksheet? Explain. Would you have preferred to work in the factory or the domestic system? Explain.

- Do you think the factory system produced a better way of turning out goods than the domestic system?
- Could there have been an Industrial Revolution without a factory system? Explain.

STRATEGY 2

Without those willing to risk their time and wealth there would have been no Industrial Revolution.

. Distribute Worksheet D-2, "Interview--Factory Owner," and have students explain their answers to the following questions:

- What does this reading tell us about the people who built the early factories? Explain.
- Why was the factory system considered to be a major step in the Industrial Revolution? Explain.
- How can you explain Mr. Hardy's willingness to risk his fortune to build a factory? Why were the leading merchants willing to lend Mr. Hardy the money to build a factory? Explain. (An interesting roleplay suggested by this question would be to have one student play the role of Mr. Hardy and the class play leading merchants of London. Have Mr. Hardy convince the bankers to lend him the money to build the factory.)
- If you were a wealthy merchant, would you have been willing to lend Mr. Hardy the money to build the factory? Explain. Would you be willing to take the same risk as Mr. Hardy?
- How would you go about convincing workers to seek employment in your factory? Explain. Do you think that factory work provided workers with a better standard of living as claimed by Mr. Hardy? Explain. How would you go about proving or disproving Mr. Hardy's claim?
- Should people like Mr. Hardy be viewed as heroes? Explain.
- Could there have been an industrial revolution without people like Mr. Hardy? Explain.
- Are there any questions you would like to have asked Mr. Hardy? Explain.
- Is an interview a good way of learning about the factory system? Why, or why not?

. Distribute Worksheet D-3,"Global Times: The Factory Owner," and explain to students that they are to write a story about Joseph Hardy, the man who is building the first factory in England. Remind them that the story should have an introduction (outlining the story), a body (giving the major factual information), and a conclusion (summarizing the major parts of the story). Students must also compose a headline (an interest-attracting expression of the main idea of the story).

STRATEGY 3

Very few people could have envisioned the horrors brought on by factory work.

· Distribute Worksheet D-4, "Factory Conditions," and have students explain their answers to the following questions:

- What do these pictures tell us about factory conditions? Explain.
- How can you explain the fines enforced in the factory? How would you feel working in such a factory? Do any of these fines seem fair? Explain.
- Why are the women chained to the cart of coal? How would you feel if you were one of these women? Explain.
- How can you explain the view of the city of Wolverhampton? What is the artist trying to say about industrialism? Explain.
- Who should be blamed for these conditions? Considering that the employees were free to quit, was it the government's responsibility to do anything about these conditions? Explain.

STRATEGY 4

A great deal was written about conditions in the factories.

- Distribute Worksheet D-5, "The Reality of the Factory," and have students explain their answers to the following questions:
  - What do these stories tell us about factory work? Explain.
  - Why do you think the author refers to the employers as "lords of the loom" in the story "Such Slavery, Such Cruelty." Explain.
  - How can you explain the factory workers being called "miserable creatures"?
  - In the selection, "The Mother Sets Out First," why did the mother carry a lighted candle in her teeth? How can you explain the girls singing on the way back to the pit?
  - How can you explain the accidents described in "Dreadful Mutilations"? Who should be held responsible for these accidents? Explain.
  - Of the conditions described in Elizabeth Crabtree's testimony, which were the most serious? Explain.
  - How can you explain the conditions in these readings? Why were people willing to work under these conditions? Explain.
  - Was the price to be paid for industrialism too great to justify its continuation? Explain.
  - Do you think similar conditions exist today? Explain.

STRATEGY 5

Some observers pointed to the positive effects of factory life on children and to the pleasant conditions under which they worked.

- Distribute Worksheet D-6, "No Evils Exist," and have students complete the exercises on the worksheet.
- Ask students to follow directions and explain their answers to the questions:
  - How does this person describe factory life?
  - Why might this observer describe the factory as a good place in which to grow up? Explain.

- Considering other reports concerning the horrors of child labor, how can you explain this positive account of factory life? How would you go about determining what factory conditions were really like? Explain.
- If you were a member of the Parliamentary Committee investigating factory work, what questions might you have posed regarding this report?
- Look through the editorial pages of two different newspapers. Bring into class two editorials taking a different view on the same topic. Investigate this topic on your own, then write an editorial giving your own point of view.

STRATEGY 6

A discussion of the effects of the Industrial Revolution would be incomplete without an examination of rural areas in the wake of this great upheaval. Worksheet D-7, "Life in the English Countryside," presents an account of rural areas recorded by Arthur Young who was later (1793) to become Secretary to the Board of Agriculture.

· Have students read Young's account on Worksheet D-7, and explain their answers to the following questions:
  - How does Young describe the conditions of the people in the areas he visited?
  - How had enclosure changed economic conditions in the rural areas? Explain.
  - Prior to enclosure, workers in rural areas got along well with farmers and landlords. What evidence is there that the Industrial Revolution changed these relationships? What evidence is presented here that would indicate that the poor were depending more and more on the farmer for subsistence than before? How would you feel about these changes? If you were a poor farmer at the time, would these changes make it more or less likely that you would move into the city to find work? Explain.
  - Were the rural poor better off as a result of industrialism? Explain.
  - What information is there about the author's feelings regarding enclosure? Explain.
  - How does this article demonstrate the disadvantages of relying solely on primary sources to reveal a complete picture of a historical event?
  - What might a historian do to get a more complete picture of the effects of enclosure on the rural poor?

STRATEGY 7

The lives of workers in both rural and urban environments were most dramatically affected by the Industrial Revolution. The play on Worksheet D-8, "Families and Factories," highlights a number of the cumulative changes resulting from the Industrial Revolution which affected the worker.

· Distribute the script on Worksheet D-8, and select characters. Be sure to allow time for sufficient preparation.

· After dramatization of the playlet have students explain their answers to the following questions:
  - How would you describe the effects of the Industrial Revolution on the worker? How would you feel about living with the Matleys?

- In what ways did industrialization cause changes in the lives of the people you read about? Explain.
- How does this playlet explain why people were moving from the country to the city?
- How does this playlet explain why little children would have to work in a factory (many were younger than 6)? If you were a parent of such a child would you send the child to work in a factory? Some young people today feel that there should be no mandatory education law and that young people should not be forced to attend school until they are sixteen but should be able to go to work if they so wish. Do you agree? Explain.
- Why does Mary wish to go back to the farm? Why does Sam advise her to remain at work in the factory? If you were Sam would you have given Mary the same advice?
- How would you compare factory conditions in Birmingham to those in Manchester? How can you explain the difference in conditions? Do you think it would be wise for Sam and Mary's father to move to Birmingham? Explain. Would you have done the same thing? Explain.
- To what degree does this playlet show how the Industrial Revolution increased social mobility? Today many people are moving to the sun belt in search of a better standard of living. Would you like to move? Explain. What changes would you expect in moving to such a different area? Overall, would the change be for the better? Explain.
- In the playlet, industrialization is seen as a means of providing more jobs for people; however, increased industrialization in the twentieth century has, in many cases, resulted in the loss of jobs for many people. How can this be explained? Have we gone too far in permitting machines to take over the work of people? Explain.

STRATEGY 8

Whereas in the past many historians viewed the results of the Industrial Revolution negatively, more recent scholarship differs in interpretation. The foremost living authority on the Industrial Revolution, Thomas S. Ashton, is decidedly in the revisionist camp.

- Distribute Worksheet D-9, "A New Look at the Industrial Revolution." Have students complete the exercise on the worksheet. Then have the students explain their answers to the following questions:
  - What does Ashton say about the effect of the Industrial Revolution on working conditions in England?
  - What evidence does Ashton offer to support his opinions? Does this evidence convince you that Ashton is correct? Explain.
  - Does Ashton's account conflict with the evidence presented in worksheets "Factory Life" and "Reality of the Factory"? How can you explain this contradiction?

- Why did Ashton say that the Industrial Revolution saved England from the same fate as Ireland? Do you think an English factory worker would have said the same thing? Explain.
- What advantages does Ashton have in reporting about historical events which took place over one hundred years ago? What disadvantages are there? Whose views would you be willing to believe: people who lived during a period in the past or present-day historians? Explain.

STRATEGY 9

The effects of industrialization led to a storm of protest among some groups.

. Divide the class into the following five groups:
  1. factory workers
  2. child rights advocates
  3. better community living supporters
  4. rural farm workers
  5. small businessmen

. Each of these groups will advocate the redress of particular conditions arising from industrialism in 1800. Have the members prepare a protest sign incorporating complaints and demands their group would make. After the posters have been completed, accumulate a list of these demands on the chalkboard. Then have students explain their answers to the following questions:
  - Which demand would be most justified? Least justified?
  - Which demand would most likely be listened to by business? By government? Explain.

STRATEGY 10

Discontent was widespread among factory workers in England. The power structure, for the most part, was unsympathetic to the plight of labor. The question of how to effect reform was a difficult one. Worksheet D-10 illustrates the problem.

. Distribute Worksheet D-10, "What Should the Workers Do?" and follow the procedure below.

. After students have read the material, call on them to air their recommendations before the class. Students should add those suggestions which they did not include on their own lists.

. Have students indicate in the appropriate box (c) whether or not they would participate in each suggested action noted on their sheets. Have them explain their reasons (in section [d]).

. Have students explain their answers to the following questions:
  - Which suggestion would provide the most effective means for workers to improve their lot? Which would provide the least effective means? Explain.
  - Do you think that workers today have too much power? Explain.

- If you were a farm worker, would you have attended the organizing meeting? Explain. As a farm worker, how would you have felt at the meeting? Explain.
- How can you explain the workers being described as "bent" and "haggard"?
- Why was one of the aims of the union to help farm workers move to different areas? Explain.
- If you owned a large farm, how would you have felt watching the organizing meeting? Explain.
- What arguments did Arch make for joining the union? Explain. How valid were these arguments? Would Arch have have convinced you to join? Explain.
- Today union membership in the United States is declining. How can you explain this? Has the union outlived its usefulness for the working person? Explain.

· Have each student prepare an organizing poster for Arch's union based on his or her reading of the story.

STRATEGY 11

Many saw the union as the salvation of the workers.

. Distribute Worksheet D-1., "Solidarity Forever," and have students explain their answers to the following questions:

- What is the message of this song? Explain.
- What arguments for joining a union are made in this song? Explain.
- How are the employers described in this song? Explain. Are these descriptions accurate? Explain.
- Why does the song say "There can be no power greater anywhere beneath the sun. Yet what force on earth is weaker than the feeble strength of one?" Explain. Do you think the union provided the best solution to the problems of the working person? Explain.
- As a worker, how would hearing this song make you feel? Explain. As an employer, how would you have reacted to the message of this song?
- Before 1824, unions were illegal in Britain. How can you explain this? Would you have joined one anyway? Explain.

. Roleplay: Tell students to pretend they are holding a secret union organizing meeting for workers in Great Britain in 1823. (Don't forget unions are illegal; workers can be fired for joining a union.) Have one student play the role of the union's organizer. It is his/her task to convince the workers (class) to join the union. Tell class you are imposing a special rule (to improve listening skills). Any worker (student) who wishes to speak at the meeting must summarize what the previous speaker has said.

## STRATEGY 12

Developments in the latter half of the nineteenth century boosted trade union membership. The Reform Bill of 1867 granted British workers the right to vote and the Trade Union Act of 1871 recognized their right to unionize. Union organizing meetings had the excitement of political conventions.

. Distribute Worksheet D-12, "Organizing a Union." Tell students that they are reporters for the Global Times covering the efforts of Joseph Arch to organize farm workers in Great Britain. Explain that news reporting in the era before the telephone presented a number of problems. Telegrams were sent to the news office containing the bare bones of the story. It was the task of writers in the news office to put together the stories from the telegrams.

· Distribute Worksheet D-13, "Telegram." After students have read the story of Joseph Arch, have them describe what happened by writing a 50-word telegram in the space provided on the worksheet. After a consensus is arrived at regarding the best 50-word summary, have students explain their answers to the following questions:

- As a farm worker, what would be your reaction to what happened at the union organizing meeting? Explain.
- How can you explain the reaction of the people?

## STRATEGY 13

The rapid rise of union membership is illustrated by the graphs on Worksheet D-14.

· Distribute copies of Worksheet D-14,"Effects of Unionization in Britain," and have students explain their answers to the following questions:

- What trends in the membership of unions does the graph show after 1871, when the Trade Union Act was passed? How can you explain the rise in union membership up to 1890? How can you explain what happened afterwards?
- How would you describe what happened to wages between 1865 and 1900? Do you consider this a satisfactory improvement? Why, or why not?
- Do you think there was a relationship between the rise in union membership and the rise in wages? Explain.
- British production increased rapidly from 1851 to 1900. Do you think this increase had any effect on wages? Explain, referring to the graphs on Worksheet D-14, to support your argument.
- Would workers have made the same advances in the standard of living without the unions? Explain. In order to consider this question, what other information would you need?
- If unions were so successful in improving the lot of workers, how can you explain the decline in union membership between 1890 and 1900? Why do only a small fraction of working people in this country belong to unions? Explain.

- Who should be most credited with improving conditions for the working class: unions, government, or employers?

- Ask students to role play a high government official, the leader of a powerful union, and an important businessman. Prepare students to argue that the group they represent has done the most since the Industrial Revolution to help the workers. They should answer questions directed to them by the class.

STRATEGY 14

As unions got stronger, employers developed weapons to neutralize that strength.

- Distribute Worksheet D-15, "Unions versus Employers," and have students explain their answers to the following questions:
  - What information do you get from looking at the cartoon (A)? Explain.
  - How does this cartoon explain the label "industrial warfare"?
  - Why is the cartoon titled "A Product of the Industrial Revolution?
  - Do you think this accurately characterizes the relationship between workers and employers today? Explain.
  - Examine the chart (B) below the cartoon. Which of the unions' weapons would be most effective against employers? Explain. Which would be lest effective? Explain.
  - Which of the employers' weapons would be most effective against unions? Explain. Which would be least effective? Explain.
  - Do you think any of labor's weapons should be made illegal? Explain. Some unions (e.g., public service unions) are not permitted to strike. Do you think this is justified? Explain.
  - Should any of the employers' weapons be made illegal? Explain.
  - Can you suggest a series of steps to limit industrial warfare in the future? Explain. Is warfare between workers and employers inevitable?

STRATEGY 15

Even after unions were legalized some workers participated in what they felt would be more effective activities to gain their rights. The Luddites, one such group, advocated the use of violence to win their struggle. Consequently, they engaged in a series of riots in which they destroyed their employers' machinery.

- Distribute Worksheet D-16, "Global Times: Workers' Riots," consisting of a picture of the riots, a news article, and a justification in the form of the Luddite Song. Have students follow directions and explain their answers to the following questions:
  - Describe in your own words what happened on April 12 in Leeds.
  - How can you explain workers taking part in such activity?

- If you were a worker, how would you feel about taking part in the violence? Why did the workers attack the factory owner's family? Explain. Was such an attach justified? Explain.
- Do you think the reporter of the Leeds story was fair in his reporting? Explain. Underline three sentences that show us that the reporter was expressing his opinion in the story. Do news reporters usually express their opinions? Explain. Should news reporters express their opinion in the stories they write? Explain.
- What headline would you suggest for the story? Explain.
- How did the Luddite Song defend the use of violence as a weapon for the workers? Explain.
- What does the song mean by saying "engines of mischief"? Explain. Do you think the machines should be blamed for the workers' conditions? Explain.
- If you were a factory owner, how would you have responded to the Luddite Song? Explain. What action would you have taken in response to what the workers did? Explain.
- Do you think that the use of violence would have made it more or less likely that workers' demands would be met? Explain.
- Do you think violence is the most effective way to get what a group wants? Explain.

. In the space titled "Editorial" have students write their opinions about the Luddites' use of violence in Leeds.

STRATEGY 16

An example of the response of government to workers' protest appears in the handbill for the arrest of the Luddites.

. Distribute Worksheet D-17, "Handbill for the Arrest of the Luddites," and have students explain their answers to the following questions:
  - What actions were prohibited by the County of Leicester (les-ter) in this handbill? Explain. How were these actions to be punished? Explain.
  - Why were the magistrates of Leicester concerned about the use of threatening language? Explain.
  - Did the punishments fit the crimes in this case? Explain.
  - If you were a Luddite, how would you have reacted to this bill of arrest? Explain.
  - Do you think it would have been wise for the employers to give in to the Luddites' demands for higher wages and shorter hours? Explain.
  - The bill encourages those who know of lawbreaking to report those acts to the police. Do you think it was the obligation of law-abiding citizens to report illegal actions by the Luddites? Explain. Would you have done such a thing? Explain. Should those who would report law-breaking be admired? Explain.
  - Do you think the magistrates of Leicester handled the violence of the Luddites correctly? Explain.

STRATEGY 17

The Combination Acts of 1790 and 1800 prevented the development of a strong labor union movement in Britain, since the acts looked upon unions as conspiracies in restraint of trade. These acts were repealed by Parliament in 1824, and there followed a steady growth of union membership in the decade which followed. Membership grew even further after 1832, when the Great Reform Bill failed to grant workers the right to vote.

Unionization of unskilled workers made little further headway throughout the nineteenth century, largely because of an unwise strike policy, opposition by employers, and government persecution. Workers therefore became increasingly aware that conditions would not improve until they won the right to vote. So in 1836 workers abandoned the economic weapon of the labor strike in favor of pressing for political demands embodied in the People's Charter (Chartism).

. Distribute copies of Worksheet D-18,"The People's Charter of 1838," and have students follow directions and explain their answers to the following questions:

- From the material on the worksheet, summarize the major demands made by the workers.
- Why did the Chartists demand the right to vote rather than ask for higher wages? Explain. If you were a worker, would you feel it was more important to get the right to vote rather than a higher wage? Explain.
- As a Member of Parliament, how would you have reacted to these demands?
- As a factory owner, would you rather that the workers have the right to vote than grant them higher wages? Explain.
- Why did the Chartists demand the right to vote for men and women? Explain.
- Explain why the Chartists demanded that parliamentary elections be held yearly. Would you like to see lawmakers in America elected on a yearly basis? Would it make for a more honest and efficient government? Explain.
- Why were the Chartists demanding a decent salary for Parliament members? Explain.
- Role play a discussion between a Chartist leader and the Prime Minister of Great Britain about the Chartist demands. The Chartist is trying to convince the Prime Minister to accept his demands.
- Do you think that government in America is by the rich and for the rich? Explain.
- Many Americans situated like the Chartists have the right to vote but don't use it. How can you explain this? Does the government listen to common people? Would the lives of those people who don't vote have a better chance of improving if they voted? Explain.

. Distribute Worksheet D-19, "A Chartist Petition Today." Have students complete it, then have them explain their answers to the following questions:

- How would you compare the demands of the Chartists to workers' demands today? How can you explain the differences?
- Which of these demands are most justified? Least justified? Explain.
- Considering that so many of the Chartists' demands have been satisfied, would it be right to say the government does listen to the common man? Explain.

STRATEGY 18

Evenutually, the British government had to deal with the demands being placed upon it by those who considered themselves victims of industrialization.

. Distribute Worksheet D-20, "What Should the Government Do?" Tell students to read the directions at the top of the worksheet. Have students complete their charts after reviewing previous worksheets and homework.

. Ask students to explain their answers to the following questions:

- What were the major demands of British workers in the nineteenth century? Explain.
- Which of these demands were most justified? Which were least justified? Explain.
- As a Member of Parliament, what action (if any) would you propose the government take to meet these demands? Explain.
- Is it the job of government to help workers in a case such as this? Explain.

. Have the class pass a series of laws to meet the demands of workers.

STRATEGY 19

The British government, while not moving as fast as some people desired, was not totally deaf to the cries of the reformers. Worksheet describes legislation intended to alleviate the plight of the workers.

. Distribute Worksheet D-21, "Factory Legislation," and have students answer the following questions:

- How did this legislation change conditions for factory workers?
- To what degree was this legislation responsive to the demands of the factory worker? To what degree was it unresponsive? Explain.
- Do you think it was fair to limit the number of hours a child could work in a factory? Suppose a child wanted to work more than the allotted hours in order to support his or her family; should he or she be allowed to work extra hours?
- The Health and Morals Act of 1802 did not provide for factory inspection. How important would such inspections have been to make this act effective?
- How can you explain the fact that the Coal Mines Regulatory Act excluded female employment in the mines? Was this fair? Explain.

- Many factory owners opposed the Factory Act of 1833. Assume you were one of these owners; write a letter to your representative in Parliament trying to convince him to vote against this act. Did such laws violate the rights of the employers?
- Despite inspections, many similar laws are violated today. Explain. What can be done to solve this problem? Explain.
- Many people today feel that the government interferes too much in the lives of individuals, and that by doing so it deprives us of many liberties. Do you agree?

STRATEGY 20

Prior to the Reform Bill of 1832, voting was tied to property qualifications. As a result of the great wealth derived from industrialism, new monied classes demanded enfranchisement. The Reform Bill proved to be a major democratic reform and the end of the "rotten borough."

- Distribute Worksheet D-22, "Impact of Industrialism on Democracy," and have students complete the exercise on the worksheet and then explain their answers to the following questions:
- What information does this chart give you? Explain.
- According to this chart, what effects did the Industrial Revolution have on the population of towns A, B, C, and D? Explain.
- To what degree was the change in population from 1740-1830 reflected in the parliamentary representation of these towns? How can you explain the number of seats in Parliament allotted to towns A, B, C, and D in 1830 remaining the same despite the great change in population? How can you explain towns A and B in 1830 being referred to as the "rotten boroughs"? Was the form of representation pictured in 1830 fair?
- Why would workers be so opposed to the rotten borough? Which other groups would oppose the rotten borough? Explain.
- Which groups in England would favor retention of the rotten borough? Assume you are a lobbyist for one of these groups; what arguments would you use for retaining the rotten borough? How valid are these arguments? Explain.
- Why was the passage of the Reform Bill considered such an important step in the evolution of British democracy? Explain.
- Many political scientists believe the rotten borough is alive and well in the United States today. Why? (U.S. Federal Court found late in 1981 that New York City was guilty of drawing improper district lines for the City Council that favor incumbent members and deny fair representation to blacks and Hispanics.)
- Can a nation with "rotten boroughs" be considered democratic? Explain.

## **Subtheme E** *Effects of Industrialization*

SUB-THEME E: *SOCIAL AND ECONOMIC EFFECTS OF THE INDUSTRIAL REVOLUTION*

## LEARNING ACTIVITY

### RATIONALE

In order to examine the effects of industrialization, both macro- and micro-analysis should be employed. There is little question that the Industrial Revolution brought about great changes in the way people lived and how they earned their living. There is much more dispute over whether these changes were for the better. In some cases, rapid industrialization created unexpected by-products.

### PERFORMANCE OBJECTIVES

Students should be able to:

- Interpret a bar graph.
- Define the terms: imports, wage index, price index.
- Explain the importance of imports to Britain's industrial revolution.
- Compare and contrast production at the beginning of the Industrial Revolution in Britain, France, Germany, and Russia.
- Describe the effects of the Industrial Revolution on England's urban centers.
- Compare and contrast life expectancy and death rates in the urban and rural environments.
- Describe the positive and negative effects of industrialization on workers.
- Describe measures taken for the poor and needy in England.

### STRATEGY 1

The vast changes brought about by the Industrial Revolution are most dramatically presented through the use of graphs. So too, can graphs illustrate the domino effect of the Industrial Revolution throughout Europe.

- Distribute Worksheet E-1, "Industrial Production: 1800-1840," and have students examine the graph and complete the exercises given on the worksheet. Then have students follow directions and explain their answers to the following questions:
  - Describe the information one might gain from looking at the graph on the Industrial Revolution.
  - How might the graph be used to explain the results of the Industrial Revolution?
  - To what degree does this chart prove that the Industrial Revolution was international rather than national in nature? How might increasing industrialization in one nation have affected industrialization in another nation?
  - Do you think developments in one country still have a great effect on developments in others? Explain.

- Give examples of how industrial developments in one country affect developments in another.
- Do you think countries should encourage their dependence on other countries or try to remain as independent as possible? Why?

STRATEGY 2

· Distribute Worksheet E-2, "Raw Cotton Imports to Great Britain." Have students examine the chart and complete the exercise on the worksheet. Then have students explain their answers to the following questions:
  - How does the picture included with this graph explain the term "import"?
  - What information do you get from this graph? Explain.
  - What trends are indicated by this graph? Explain.
  - How does industrialization in Britain explain the dramatic increase in cotton imports during the years 1698-1798?
  - To what degree does this graph indicate future problems for Great Britain? If you were the Prime Minister of Great Britain, what steps might you recommend be taken to solve the problem of dependence on cotton imports? What would be the consequences of taking each step? Which step would you have recommended that Parliament take? Explain.
  - Britain attempted to solve its import problems through the acquisition of colonies (imperialism). Would you find imperialism an acceptable solution to the problem? Explain.
  - The United States today faces a similar shortage in crucial oil. Would you find the taking over of oil-rich colonies an acceptable method of solving our oil shortage problem? What other solutions to the problem might be better? Explain.

STRATEGY 3

Factory workers' wages were dramatically affected by industrialization.

· Distribute Worksheet E-3, "Wage and Price Index." Have students complete the exercises on the worksheet and then explain their answers to the following questions:
  - What is an index?
  - How can an index help us explain the economic conditions of factory workers?
  - How might the wage index affect the price index and vice versa?
  - How would you describe the changes in factory workers' wages between 1790 and 1810? How would you describe the change in prices during the same period?
  - Was the average factory worker in England leading a better life in 1790 than in 1810? Or in 1850? How does the situation in 1850 compare to the situation faced by most workers today? Explain.

- How would you describe the change in factory workers' wages between the years 1815-1850? Explain. How does industrialism explain the change in the index of wages and index of prices?
- Does this chart indicate that the Industrial Revolution was more of a benefit or a curse to the factory worker? Would a factory worker today give the same answer? Explain.

STRATEGY 4

- Either project or distribute Worksheet E-4, "Urban Growth," and have students give their answers to the following questions after completing the exercise on the worksheet.
  - What information do you get from these graphs?
  - How can you explain the title of this worksheet?
  - What does it tell you about England in 1700?
  - How would you compare England in 1700 with England in 1911? How does the Industrial Revolution explain the changes between the two maps?
  - Do the changes shown in these maps indicate changes for the better? Explain.
  - Did the Industrial Revolution make the growth of cities inevitable? Explain.

STRATEGY 5

- Either distribute or project the graphs on Worksheet E-5, "Population Growth and Death Rates," and have students explain their answers to the following questions:
  - What do these charts tell us about the effects of the Industrial Revolution on England? Explain.
  - How might the Industrial Revolution explain the increase in population in England and Wales (graph A) and the decline in infant death rates (graph B)?
  - To what degree do these charts indicate that England would be faced with new problems as a result of the Industrial Revolution? Explain to what degree countries today are faced with similar problems.
  - How can you explain why people living in Rutlandshire lived longer than those living in any of the cities?
  - Why do you think people of the upper class lived longer lives than merchants or workers? Explain.
  - As a worker looking at this information (graph C), how would you feel? Explain. Would you do anything about it? Explain. How would you feel as a member of the upper class? Explain.
  - As a Member of Parliament, what would be your reaction to the figures in graph C? What steps might you recommend to solve the problems indicated in these graphs? To what degree might such recommendations get in the way of future industrialization?
  - If, as a result of future investigation, it was found that the relatively low life expectancy of workers was caused by industrialization, how would you vote on the following bill:

"All future industrial development should be discontinued."

- What amendments might you propose?
- A similar debate took place in the United States in the wake of the Three Mile Island nuclear accident. Do you think the United States should proceed with the development of nuclear energy reactors? Explain. What information would you need to form a judgement?

STRATEGY 6

An interesting culminating activity to this sub-theme is a debate to resolve the question: The Industrial Revolution: Was It Worth It?

- Distribute Worksheet E-6, "A Debate on Industrialism: Was It Worth It?" and Worksheet E-7, "Global Times, Special Edition: Debate on Industrialism." Have students explain their answers to the following questions:
  - How would you compare the two views toward industrialization on Worksheet E-6?
  - Why does the author of "A World Destroyed" say that as a result of industrialism, "this world was destroyed in the making of our modern world"? Which of the arguments presented most strongly support his/her views? Explain. (Underline all the arguments the author uses to support his/her views.)
  - Why does the author of "Benefits of Industrialism" believe that those people who never experienced industrialism and died pure and wise would have been better off in an industrial society? Explain how the arguments presented here support this opinion. (Underline all the arguments the author uses to support his/her views.)
  - With which opinion about industrialism do you most agree? Explain. The country of Iran decided to stop its industrial revolution to return to a more religious way of life. Was this a wise decision? Explain.
  - How would you go about determining which author's view was more correct?
- Explain to the students that they are going to take part in a debate titled, "The Industrial Revolution: Was It Worth It?"
- Divide the class into the following groups:

  (3) pro-industrialism
  (3) anti-industrialism
  (5) panelists
  (remainder) newspaper reporters — divided into groups of four each, to put together mini-editions of the Global Times, as described below:

- Responsibilities of the groups:
  - pro and con debaters--gain sufficient knowledge through one week's research.
  - panelists--research debate topic sufficiently, then prepare two questions to ask of the "pro" side and two for the "con" side.
  - newspaper reporters--each team of reporters is responsible for putting

out The Global Times, Special Edition: Debate on Industrialism," on Worksheet E-7.

-- one reporter will prepare a story summarizing the pro-industrial arguments;

-- one reporter will do the same for the anti-industrial arguments;

-- two reporters will write editorials summarizing which team won the debate and why.

· Agenda for debate:

-- Coin toss winner (representing Team A) makes opening statement and takes first question from panel.

-- Coin toss loser (Team B) will be first to make a closing statement.

- Opening statement (outlines argument).

-- Team A (2 minutes), Team B (2 minutes).

- Question from panelist for Team A.

-- Team A's answer (3 minutes maximum)

-- Team B's rebuttal (3 minutes maximum)

-- Team A's rebuttal (2 minutes maximum)

-- Team B's conterrebuttal (2 minutes maximum)

- Question from panelist for Team B. (Follow same procedure as above.)

- Closing statement (summarizes argument).

-- Team B (3 minutes), Team A (3 minutes).

STRATEGY 7

Once industrialism spread, other countries began closing England's lead. Germany even surpassed Great Britain in a number of areas.

· Distribute Worksheet E-8, "Industrial Production: Line Graphs," and have students complete the exercise on the worksheet. Then have students explain their answers to the following questions:

- What information do we get from these graphs? Explain.

- How do these graphs indicate the spread of industrialization to other countries from Great Britain? Explain. How do you think this process took place? Explain.

- How has the impact of industrialization changed since 1840? (See Worksheet E-1, "Industrial Production: 1800-1840.")

- Which of these graphs is most indicative of industrial progress? Explain.

- If you were the leader of Belgium, what steps would you take (if any) to help your nation catch up with the industrial giants?

- What other information would you need to know before making a judgment about the degree of industrialization in these nations?

· Assign the class reports of industrial progress in the nations described in these graphs and ask the class to what degree their expectations of industrialization in these countries were accurate. Explain.

## STRATEGY 8

Europe's Industrial Revolution had impact all over the world. The changes wrought were social as well as economic. The village of Nayon, in Ecuador, provides a startling example of this point.

- Distribute Worksheet E-9, "The Village of Nayon." In completing the exercise on the worksheet, students should follow these directions:
  - Indicate which of the statements about Nayon describe it before the Revolution and which describe it after the Revolution.
  - Indicate in the appropriate box for each description whether Nayon changed for the better or for the worse. Have students give their explanations in the last column.
- Based on their reading of the worksheet, ask students to explain their answers to the following questions:
  - How does Nayon before industrialization compare to Nayon after it? Explain.
  - How can you explain that after industrialization church attendance decreased and many religious festivals were abandoned? How can you explain the interest in recreation in Nayon?
  - To what degree were the changes brought on by industrialization for the better? To what degree were the changes for the worse?
- Divide the class into three groups of 10, 10, and 5 (or numbers in similar proportion). Have the two larger groups debate the question, "Should Nayon continue to industrialize?" Each group will take the opposite side. The third group will act as judges and scorekeepers.
- Have the class follow these procedures:
  - -- One member of the larger groups will speak. For each new fact he/she mentions, his/her team will receive two (2) points.
  - -- A member of the opposing team must then paraphrase correctly the previous speaker's statement, for which one (1) point is awarded. He/she then has an opportunity to argue, and for each new fact, two (2) points are awarded.
  - -- Discussion continues until no new facts are presented in two consecutive turns of each team.

## STRATEGY 9

In the twentieth century, industrialization continues to spread. Those nations not fully industrialized have taken some strides in that direction.

- Distribute Worksheet E-10, "Industrialization in the World." Have students complete the exercise on the worksheet, and then explain their answers to the following questions.
  - What does this map tell us about industrialization in the world? Explain.
  - What conclusions can you draw from this map about the effects of geography on industrialization? Explain.
  - How different will this map be 100 years from now? Explain.
  - Do you think this map indicates that more people are living better lives today than when the Industrial Revolution began? Explain.

**Subtheme F** *Industrialization Affected Ideologies*

SUB-THEME F: *THE INDUSTRIAL REVOLUTION AFFECTED IDEOLOGIES*

## LEARNING ACTIVITY

### RATIONALE

The Industrial Revolution profoundly affected social and economic thinking in Western society. The introduction of the factory system, and its attendant gains and losses, led economists and philosophers to develop innovative systems of thought ranging from the classic liberalism of Adam Smith to the "scientific" socialism of Karl Marx. Of particular concern was the role of government in economic affairs. The questions raised by the economic philosophers of the nineteenth century continue to arouse controversy in the contemporary world and the impact of Marxism has shaped the course of twentieth century history.

### PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the laissez-faire philosophy of Adam Smith.
- Analyze the main tenets of Marxist ideology and contemporary practice, and indicate its potential for good and evil.
- Contrast Pope Leo's views of government involvement in economic affairs with other ideologies.
- List and evaluate several plans advanced by Robert Owen to correct some of the abuses associated with the Industrial Revolution in England.
- Explain how consumer cooperatives benefited workers.
- Evaluate the goals and means advocated by the Fabian Society.

### STRATEGY 1

The question of how much the government should regulate is one which was nurtured by the Industrial Revolution and is still with us today.

- Distribute Worksheet F-1, "Poll." Have students indicate their responses to the statements presented in the poll and the reasons for these responses. After each statement has been discussed, have students follow directions and explain their answers to the following questions:
  - How do you think employers would have responded to these statements at the time of the Industrial Revolution? Explain.
  - How would employees have responded? Explain.
  - Which one of these statements do you most strongly support? Which one of these statements do you most strongly oppose? Explain.
  - How can you explain why the issues raised in this poll are still with us today?
  - The government's involvement in our daily lives is great. Write an essay titled, "The Day the Government Left Us Alone." In the essay, describe three ways you think our lives would change.

STRATEGY 2

Although the effects of the Industrial Revolution were only first being felt when Adam Smith published his Wealth of Nations in 1776, his views on laissez-faire were fervently embraced by nineteenth century liberals who wanted a free hand in dealing with labor.

- Distribute copies of Worksheet F-2, "Adam Smith and Laissez-Faire." Have the students read Adam Smith's letter and explain their answers to the following questions:
  - Why does Smith oppose government regulation of the economy?
  - According to Smith, how does competition benefit society?
  - Smith believed that selfishness (the desire for profits) would lead to benefits for society at large. Was he correct? Explain.
  - Thomas Jefferson said, "Government is best which governs least." Would Adam Smith have agreed? Why or why not? Explain.
  - If you were a factory owner in England in the early days of the Industrial Revolution, would you have supported Smith's views? If you were a worker in England, would you have supported Smith's views? Explain.
  - The federal government in the United States recently took steps to save a major American corporation from bankruptcy. Would Adam Smith have favored this action? Explain. Do you? Explain.
  - List three ways in which the American economic system is regulated by government today. Why are such measures adopted? Explain.
  - Do you think the United States government interferes too much in our economy today? Explain.
- Distribute Worksheet F-3, "Dear Professor Smith."
- As a follow-up, ask the students to write a letter to Adam Smith in response to Smith's views, from their own vantage point today. Have students follow the directions on the worksheet.

STRATEGY 3

If Adam Smith's views were particularly well suited to the needs of factory owners, other segments of society perceived things quite differently. Karl Marx's interpretation of history questioned the basic premises of capitalism, and predicted socialist revolution.

- Distribute Worksheet F-4, "Marxism," and have students explain their answers to the following questions:
  - What did Marx say? Explain.
  - How were Marx's views different from Adam Smith's? Explain.
  - What does Marx mean when he says that the "history of society is the history of class struggles"? Do you agree? Explain.
  - Why does Marx say that capitalism has brought only grinding poverty for the workers? Explain. Do you agree with him? Explain.

- What does Marx see as the solution to the problems of the worker? What is your reaction to Marx's solution? Is it realistic? Explain. Has Marx been proven to be an accurate prophet? Explain.
- Many countries have taken Marxism as their guiding philosophy. How can you explain this? Do you think that some day in the future Marxism will overtake capitalism in America? Explain.

· The exercise on the worksheet is a Regents Competency Test (RCT) type exercise. Have students complete the worksheet.

STRATEGY 4

· In order to check on the class's understanding of Marxism, distribute Worksheet F-5, "Karl Marx—Meet the Press."

· Have class follow the directions on the worksheet. In the spaces provided at the bottom of the worksheet, students should provide two questions they would like to have asked Marx.

· Have class members reenact the script as they wrote it, and allow "Marx" to respond to the questions the students have raised.

STRATEGY 5

If Marx and Adam Smith ever had a chance to discuss their views they would have had, no doubt, many disputes.

· Distribute Worksheet F-6, "Marx versus Smith." Have class follow the instructions on the worksheet, and then ask students to explain their answers to the following questions:

- What would have been the major areas of disagreement between Marx and Smith? Explain.
- Both Marx and Smith made their predictions a long time ago. Which man has been proven most correct? Explain.
- Whose view of society would you like to see the United States follow in the future? Explain.

STRATEGY 6

Adam Smith's views reflected a perception of society that was not shared by all. Socialists in Belgium saw their social structure as a "pyramid to overturn."

· Distribute Worksheet F-7, "Pyramid to Overturn," and have students complete the exercise on the worksheet and then explain their answers to the following questions:

- What do you see in the cartoon? Explain.
- How did the person who drew this cartoon view the structure of society? Explain. Is it the structure of society in America today? Explain.
- Why is the cartoon titled, "Pyramid to Overturn"?

- Do you believe that revolution was the best way to overturn such a pyramid? Explain.
- Do you think that people in the bottom of America's pyramid have a right to overturn society? Explain.
- Under what conditions do people have a right to overturn society? Explain.

· Have students take the roles of supporters of Adam Smith. Have them design a cartoon in reaction to the one on Worksheet F-7.

STRATEGY 7

Between the polarities of laissez-faire capitalism and revolutionary socialism, various observers and statesmen advocated a more humane approach to the problems of the Industrial Revolution. Government was to be assigned an active role in ameliorating the condition of the destitute and the impoverished. Here is the germ of the idea of "welfare statism" adopted by the industrial democracies of Europe and the United States in the twentieth century.

· Distribute copies of Worksheet F-8, "Rerum Novarum" to the students. Have students read the selection and answer the questions below. (This strategy is recommended for students of above-average ability.)
  - According to Pope Leo III, how has the Industrial Revolution created new economic problems for society?
  - How does Pope Leo feel about socialism as a solution to the new economic problems? How would Marxists respond to the Rerum Novarum?
  - Social Darwinists like Herbert Spencer argued that the poor were the cause of their own poverty. To what extent would Pope Leo agree? Do you agree?
  - Followers of Adam Smith believed government should not interfere in the workings of the economic system. What does Pope Leo feel is the responsibility of the government toward the people? Explain. How would followers of Adam Smith respond to Rerum Novarum?
  - What does the Pope see as the government's role with regard to the problems of the workers? Explain. Do you agree? How would working people have reacted to what the Pope said? How would businessmen have reacted? Explain.
  - How does this document explain why Pope Leo has been called the "working men's pope"?
  - To what degree have we in the United States followed the advice given by Pope Leo? Should we follow Pope Leo's advice even more than we have already or less then we have already? Explain.
  - The pope is a religious leader, the head of the Roman Catholic Church. Why then do you suppose he commented on these non-religious matters? Should he have?

STRATEGY 8

The Industrial Revolution brought with it horrid living and working conditions for factory workers. The leading economists of the day, including Malthus and Ricardo, stated that this was the inevitable result of economic laws. These laws, they argued, had the same force as the laws of chemistry and physics and could only be discovered, not changed. Socialists stated that it was the capitalist system that was causing the misery and the system could be changed. One of these "economic innovators" was Robert Owen. Owen's career was a Horatio Alger tale, and he never forgot the "rags" part of his youth. He has been described by various writers as "a saint," "a paternal despot," "benevolent but slightly crazed," and "practical." Karl Marx contemptuously dismissed these socialists who came before him as "utopian" or unscientific. The name stuck. However, even though the utopian socialists did not achieve their goals, historians agree that they showed that there could be a brighter future for workers.

- Distribute copies of Worksheet F-9, "New Harmony," and have students explain their answers to the following questions:
  - How does this brochure describe the new community at Harmony? Why was such a community being established? Explain.
  - According to the brochure, how was the community at Harmony supposed to solve the problem brought on by industrialism? Explain.
  - How was the new community to be run? Explain.
  - Were the rules governing Owen's community fair? Explain.
  - Do you think the rules assured the success of the community? Explain.
  - If you were a factory worker who received a copy of this brochure, what would your reaction be to it? Would you be willing to move to such a place? Explain.
  - People called these communities "utopian." Why? Should these places be called utopian communities? Explain.

STRATEGY 9

In the mountains of Scotland, in a little community called New Lanark, stood Robert Owen's textile mills. New Lanark furnished living proof that squalor and depravity were not inevitable results of factory life.

- Distribute Worksheet F-10, "Utopian Socialism," and have students follow directions and explain their answers to the following questions:
  - Identify those conditions that existed at New Lanark that were different from any other industrial center.
  - How was Owen able to keep New Lanark a profitable business despite spending more on his workers than other mill owners? Explain.
  - Why were the children separated from their parents? Was this a good idea? Explain.
  - Are there any lessons to be learned at New Lanark which might be applied to American factories today? Explain.

- Do you think Owen's ideas would work today?
- Karl Marx criticized the group of reformers which included Owen as "utopian." Does Owen's career indicate that he was a dreamer, or did he have practical ideas to help the working class? Explain.
- One historian has said that "Owen's failures were more useful than most people's successes." What do you think this means? Do you think Owen would have considered himself a failure or a success? Which do you think he was?

· Have students write proposals for two laws that Owen might have supported to improve the lives of workers.

· Have students assume they are workers who moved to New Lanark. Have them write letters describing life at Robert Owen's model community.

STRATEGY 10

There were many socialists who did not believe in revolution. Typical of this group was the Fabian Society in England, which believed that socialism could be established by democratic means.

· Distribute copies of Worksheet F-11, "The Objects and Methods of the Fabian Society," and have students explain their answers to the following questions:

- What were the goals of the Fabian Society?
- By what methods did they hope to achieve their goals? In which ways were their methods for bringing about solutions different from Marx's? How would Karl Marx react to the views in this document? Explain.
- If you were a worker, how would you have reacted to the Fabians? Would you have joined them? Explain.
- How does this reading indicate that the dissatisfaction with the results of industrialism was not restricted to one country alone?
- Should the United States adopt a socialist system today? Why or why not?

STRATEGY 11

The ideological forces unleashed by the Industrial Revolution continue to create storms of controversy in our present day. Marx predicted that due to the dialectic-materialistic "law of history," proletarians (workers) would first come to power in the most industrialized countries. Yet Russia, the only revolutionary Marxist country for 30 years, was agrarian; to this day the workers in the most technologically developed countries are most opposed to communism and the "dictatorship of the proletariat."

Developing nations, most of which are former colonies of industrial powers, are subject to the blandishments of Marxist ideology. Some have embraced communism as a panacea to long-standing problems of poverty, hunger, and other economic deprivations. Here is an excellent example of cultural diffusion: the ideas of a nineteenth century German philosopher (Karl Marx) have been adapted and implemented in non-European nations like China and Cuba, to name but two. Equal stress is placed in this strategy on evaluating the price paid in terms of human rights abuses in communist societies.

- Distribute Worksheet F-12, "Communism in Upper Maruba" to the class. Set up a simulated talk show television program. Ask one student to play the role of "Herbert," and another that of "Henri." Have the moderator pose the following questions to the "panelists."
  - Is communism working in Upper Maruba?
  - Are the people better off than they were before the communists seized power?
  - Is the price paid by the people of Upper Maruba worth the gains they have achieved?
- Assume the following persons are writing reviews of the above TV program:
  - Adam Smith
  - Pope Leo III
  - Karl Marx
  - George Bernard Shaw (for the Fabian Society)
  - Robert Owen

  Divide the class into five role playing groups, one for each of the people named above. Have each group work together to write a short review of the program, with particular emphasis on whether the ideas of Herbert and Henri support or oppose their own viewpoints. Ask a spokesperson for each group to read the group's review to the class.
- As a follow-up homework assignment, students should be asked to write a critical evaluation of the reading on Worksheet F-12, reflecting their own point of view.

**Subtheme G** *Japan: A Case Study*

SUB-THEME G: *JAPAN: A CASE STUDY*

## LEARNING ACTIVITY

### RATIONALE

Over the past century, industrialism has spread to nations in every continent. Nowhere has the global impact of industrialization been more vividly demonstrated than in the case of Japan. At the time of Admiral Perry's arrival in 1853, Japan was a feudal state; yet in less than 50 years, it ranked as one of the world's most industrialized nations. The process of cultural diffusion made possible the economic miracle which propelled Japan from a nation of farmers to an industrial power. Unlike China, which regarded Western technology and institutions with utmost disdain, Japan was quick to borrow from the West. The Japanese copied industrial techniques from America, modeled its navy after the British fleet, and developed its army and constitution after Prussian patterns. Japanese skill goes beyond mere imitation; since the middle of the nineteenth century, the Japanese have demonstrated talent in adapting and improving upon what they adopt. Japanese steel makers import iron ore from Venezuela and sell the finished steel in the United States at prices competitive with those of United States steel makers. How can they do this? Some of the answers lie in Japanese history and Japanese values.

### PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the Japanese reaction to contacts with the West.
- Explain the reasons behind Japan's rapid industrialization.
- Interpret information from bar graphs, line graphs, pie graphs, and cartoons.
- Evaluate the implications of Japanese trade competition with the United States.

### STRATEGY 1

Not all people in Japan were convinced of the benefits of modernization. Worksheet H-1 presents contrasting reactions to the arrival of Westerners in the nineteenth century.

- Distribute Worksheet G-1, "Japanese Reactions to the West," and have students explain their answers to the following questions:
  - How did the two pieces of advice differ? Explain. What were the major differences between the two?
  - In what way would Japan benefit from contact with the West? In what ways would Japan suffer from this contact? What do these readings tell us about the Japanese? Explain.
  - Why do the Japanese refer to the Americans as barbarians? Why do they believe that by opening trade, the United States will make Japan poor? Explain.
  - If you were a Japanese noble in 1853, which policy would you have favored? Explain.

STRATEGY 2

- Distribute Worksheet G-2, "What Should the Emperor Do?" and have students complete the chart on the worksheet and discuss some of the projected long and short range results of the Emperor's decision. Then have students complete the exercise on the bottom half of the page. This will graphically portray the idea that each argument must be supported by a valid reason.
- Have each student write a memo on Worksheet G-2, "Memo From the Emperor," giving his or her decision as emperor regarding the request to open trade. Instruct students to give two reasons for their decision.

STRATEGY 3

The decision made by the Emperor was to have a profound effect in both the United States and Japan.

- Distribute Worksheet G-3, "Global Times: The Emperor's Decision."
- Point out to students that the Emperor's decision has been left out. Students should select through inference which of the four possible responses correctly represents the Emperor's decision. (c)
- After students do this, have them compose a headline for their edition of the Global Times.
- Have students explain their answers to the following questions:
  - What is your reaction to the Emperor's decision? Explain.
  - How would you describe the Emperor's attitude towards the Americans? Explain.
  - If you were Japanese, how would you feel about allowing the Americans into your country?
  - Do you think the Emperor's decision was in the best interest of Japan? Explain.
  - Many emerging nations today face the same decision as Japan did; namely, should they ally with one of the major superpowers and be in line to receive a great deal of aid and advice, or should they remain apart from other nations so as to maintain their total independence. What are some general guidelines those nations should consider? What would be your decision if you were the leader of such a nation? Explain.

STRATEGY 4

Admiral Perry returned to Japan the following year, 1854. This time he had eight ships (a tiny force today, but one fourth of the United States Navy in 1854!). Perry's show of force did the trick, and he got the treaty he wanted. Japanese seclusion had come to an end.

Japan's renewed contact with the West sparked a radical upheaval in Japanese government and society. Discontented politicians blamed the government in power for Japan's military weakness. This was understandable, for that government had ruled for more than 250 years. Indeed, it had brought about Japan's isolation in the first place.

In 1868, a very different government came to power. Because in theory the new government restored power to the Emperor, this change of government is called the Meiji Resoration. (Meiji means enlightened rule.) In fact,

however, the new government simply ruled in the name of the Emperor, for in 1868 the Emperor was only 15 years old.

Beginning in 1868, the government brought about important changes in Japan's economy, politics, and society. It fostered the development of new industries, as well as trade with the West.

Throughout the reforms of the Meiji government ran a new spirit, summed up best in one of its pledges of 1868: "Knowledge shall be sought throughout the world so as to strengthen the foundations of Imperial rule."

- Distribute Worksheet G-4, "We Should Teach Each Other." Have students complete the exercise on the worksheet, then have them follow directions and explain their answers to the following questions:
  - What is the author saying here? Explain. Why is the article titled "We Should Teach Each Other"? Explain.
  - Why was the author of this excerpt called a "Westernizer"?
  - Summarize the reasons Fukuzawa Yukichi presents for having relations with the West.
  - If you were Japanese and lived at that time, would you have agreed with him? Explain. Why would many Japanese have disagreed with Yukichi?
  - How are his views different from those on Worksheet G-3?
  - Would Japanese people today agree with the views on Worksheet G-3? Why or why not?
  - To what degree was the breakdown of the old social system responsible for Japanese industrialization? Explain.
  - Is it worthwhile giving up one's way of life in return for increased industrialization? Explain.
- Divide students into one of the four groups on Worksheet G-5, "Roots of Japanese Industrialism. Distribute the worksheet and follow this procedure:
  - -- Present the question, "Who deserves the greatest credit for Japanese industrialism?"
  - -- Students should try to prove that their group deserves the greatest amount of credit. Tell students they must obey one important rule: anyone who wishes to speak must summarize what the previous speaker said. (This will reinforce listening skills.)
  - -- After the discussion, students should rate each group's contribution from 1 (the most significant) to 4 (the least significant).

STRATEGY 5

The historian R.R. Palmer asserted that "the Westernization of Japan still stands as the most remarkable transformation ever undergone by any people in so short a time."

The story of Japanese industrialization can be told by the use of statistics, which enable students to visualize the transformation from an agricultural economy to one based on manufacturing and finance.

- Divide the class into three groups. Distribute Worksheet G-6, "Population" to one group; Worksheet G-7, "Production and Construction" to another; and Worksheet G-8, "Employment" to the third. Have each group answer the questions on their worksheets. Then have students explain their answers to the following questions:
  - What conclusions can you draw about the population trends in Japan, as described on Worksheet G-6, "Population"? How would the Japanese government have had to plan for these changes? How would private industry in Japan have been affected by these changes? Explain.
  - What is the difference between the two population graphs on Worksheet G-6?
  - How do each of the graphs on Worksheet G-7 (railroads, pig iron, coal, and steel) illustrate the rapid growth of industrialization in Japan? Which graph do you think is the most accurate indicator of rapid industrialization? Explain your answer.
  - How can you explain why the increase in railroad construction has fallen off since 1938? Similarly, why has coal production been decreasing since 1960? How can you account for the dramatic increase in the production of crude steel and pig iron after 1960? Explain.
  - Which categories of employment on Worksheet G-8 show the greatest increase from 1920-1975? Which show the greatest decrease? In 1920, about 54% of the Japanese workers were engaged in agriculture. In 1975, only 12% worked in agriculture, yet the population of Japan doubled from 1920 to 1975! How can you explain this?
  - Do the trends depicted on Worksheet G-8 reflect or contradict the developments shown on Worksheet G-7?
  - How would you describe the changes in employment in manufacturing, finance, and real estate from 1920 to 1975?
  - Assuming you were the leader of an underdeveloped nation desiring to industrialize, what general conclusion about industrialization can you make from studying these charts? Explain.

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